



Dreaming & Stewardship



Christian
Heritage
COLLEGE

**STRATEGIC
PLAN** | 2025 -
2030

Dreaming and Stewardship

Christian Heritage College was founded in 1986 as an education initiative of International Network of Churches (INC). It is a leading and valued higher education provider. Studying at CHC lays the foundations for students to think Christianly about truth, formation, scholarship and leadership.

Through the integration of faith and learning, students grow in their understanding of God, equipping them to think, relate and work in ways that consistently reflect the mind of Christ. They re-imagine their chosen disciplines and careers as Godly influencers for good, formed through biblical truth and faith.

CHC currently has students enrolled across five disciplines: Business, Education, Humanities, Ministries, and Social Sciences.

Our Values

Truth

Formation

Scholarship

Transformational Impact



OUR VISION

Empowering for transformation, influence and higher purpose

OUR MISSION

Empowering people through truth, formation in Christian character, and scholarship, for transformational impact for Jesus and the common good.



STRATEGIC PILLARS

Alignment

Authentic

Securing

Growth



Alignment

John 15:5

Alignment of faith, purpose and people to Christian belief and values

Distinctively Christian. Higher education which puts Jesus first through the integration and biblical alignment of faith and learning. Scholarship (teaching, learning, and research) from a Christian worldview.
Governance.

Spiritual discernment and functional frameworks underpin the meaningful development of purpose across all levels of the institution. Governance processes empower innovation in operations and scholarship.

Staff. Called, faith filled people who drive innovation and excellence.

Authentic (Faithful) Learning and Teaching

James 1:25

Deliberate connection of all content and assessment to practice (professional and/or life). Flexible and Adaptable. We aim for students to be able to learn what they want, when they want, where they want, in ways that are scalable.

Partnerships. Students and faculty learn together. There are clear practical, professional and life applications. Industry partners with currency of knowledge and practice engage with curriculum design and delivery.

Currency and Diversity. CHC faculty members are current in: knowledge and application in their discipline area, scholarship of teaching and learning, higher education trends, and developments in androgogy. CHC staff represent a diversity of knowledge, skills and gifts.

Growth

Joshua 1:9

With an attitude of optimism, we are developing impactful courses and cultivating networks.

Hope. An optimistic, 'we can do this' attitude, underpins advancement and attracts students and faculty. We choose to love the problem, responding with 'what if' and 'why not.' We are building an environment of inovation and entrepreneurship.

Networks. Being in more places, talking to more people. Strategic penetration of new networks.

New Courses and new markets. Bringing new, missionally aligned, innovative courses to meet the needs of new and existing markets.

Securing the Future

Philippians 1:6

We see a long-term secure future for CHC which requires dreaming and stewardship. Reregistration and University College Status. Successful institutional reregistration and application for University College Status.

Succession Planning. Employment decisions which seek to add to, as well as multiply, current key capabilities.

Financial sustainability. Securing a trend of 6% (or better) surplus on unit sales.

CONTEXT

The decade prior to 2025 was marked by significant change for CHC and for the higher education sector in Australia. CHC underwent a transition from the long-term stable leadership of its founding President, Professor Brian Millis. This coincided with a period of decline in university enrolments in initial teacher education and the emergence of a

plethora of VET institutions offering low-cost business and counselling qualifications. The impact of the COVID pandemic dominated the second half of the decade. Market conditions saw growth constrained, and enrolments and student load decline. It became apparent that CHC could not rely on delivering the same courses in the same

ways for a strong future.

CHC responded to these challenges by undertaking a journey to embrace new technology and software to make all courses available in a wider variety of modes and to expand the enrolment catchment from predominantly local to Australia wide.

This process continues...

Identified Major Trends

Societal expectations

A decline in Australians who identify as Christian and a rise in self-interest and sense of individual empowerment, decline in social cohesion, increase in mental health and wellbeing issues; number of career changes in working life – the need for a “work, learn, work...” learn cycle.

Climate change

Changing individual, local, national and international priorities and decision-making processes to be more environmentally considered.

The fourth Industrial revolution

Digital disruption; accessible information (why attend a university?), proliferation of new mobile technologies, the emergence and rapid development of Artificial Intelligence, automation, the ‘Internet of Things’ (a network of physical devices – smart devices – smart cities), and increased reliance on digital interaction.

Shifting demographics

The aging of the population; need for skilled immigration returns, increased social isolation, growth in regional cities.

Changing world economies

The continuing emergence of the economies and influence of India, SE Asia, Latin America, Africa, and the Middle East, and shifts in the manufacturing base to emerging Asian countries such as Thailand and Vietnam; rebounding international market; Australia remains a ‘safe’ place to study.

Higher education

Students expect a digitally enhanced learning environment which is accessible 24/7; it is no longer necessary to live near your place of study; having flexible options to study is the norm; international experience or exposure is increasingly expected as part of university study; ubiquitous knowledge means knowledge is no longer the main reason to attend university; increased emphasis on industry engagement, applied research, and employment outcomes in undergraduate courses.



Implications for CHC

Domestic

In an increasingly competitive and shrinking market, broad-based growth of domestic enrolments can only come from increasing market share. CHC will need to be agile in its response to market opportunities and government priorities; develop new programs/ disciplines to grow new/under-served cohorts.

For example, expanding pathway programs and enabling postgraduate students to upskill/ reskill, and package degrees together. In addition, CHC should seek to develop new courses in mission aligned areas with increasing demand – such as those related to the aging population.

International

Opportunities exist for CHC to attract onshore international students as well as to establish offshore enrolments. A clear plan should be developed. There are emerging mission related opportunities as well in offshore locations.

Competition

Competition will be strong. Developing distinctive courses, learning experiences and graduates is critical to CHC's success. CHC must be differentiated and leverage off its relationships in ways which enhance its unique strengths and characteristics.

Digital

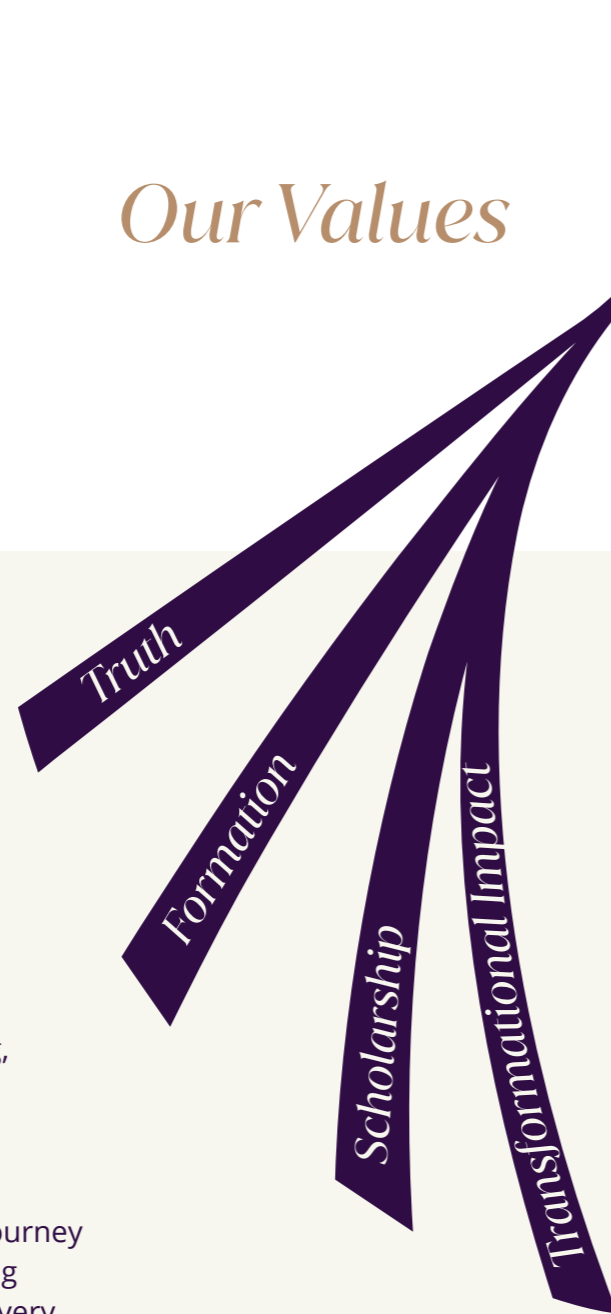
CHC needs to adapt, embrace, innovate and harness digital technologies.



OUR VISION

*Empowering for transformation,
influence and higher purpose*

Our Values



Truth – Grounding all aspects of education in Scripture and biblical truth. Scripture is the ultimate foundation of thought, social engagement and Christian life. We build upon this foundation as we seek to integrate faith, learning, scholarship and service.

Formation

In community we are all on a journey of holistic formation. Integrating formation in Jesus Christ into every aspect of academic life. CHC is committed to the person of Jesus Christ, who reveals both God's nature and the image of restored humanity.

Scholarship – Fostering intellectual growth through rigorous learning, teaching and research which promotes the rich cultivation of the mind. Together, faith inspires us to seek new understanding and develop wisdom for practical application.

Transformational Impact – Leading others by influencing them to serve society and the world through a commitment to the common good. The common good is best served when people actively seek spiritual renewal and personal transformation.



Strategic Focus Areas

Students: Our students are recognised as knowledgeable, highly skilled, lifelong learners who are contributors for God and the common good.

Team: Our team members make a difference that matters, within an empowering work culture.

Research: Our research has impact on Christian thought and professional practice.

Teaching and Learning: Our teaching and learning results in transformational impact. We consider not only what we teach but why, what, where and when.

Stewardship: Our stewardship makes the best use of resources and secures the future.

Key Result Indicators (Table page following)

Aspiration 1 – Students

KRI 1 - High levels of student and employer satisfaction (as indicated by: Top ten in Higher Education Institutes in overall student satisfaction (QILT); over 85% overall student satisfaction on CHC Student Learning Experience Surveys (including support services); high levels of graduate outcomes – especially in employment (QILT data); high levels of employer satisfaction (QILT)

KRI 2 - Improved retention, progression and completion rates

Aspiration 2 – Team

KRI 3 - Improving staff satisfaction (staff survey)

Aspiration 3. Teaching and Learning

KRI 4 – New and existing courses (including double qualifications) and units are mission aligned, flexible, distinctively Christian, connected to industry and have clear points of difference.

KRI 5 – New courses and stackable micro credentials offered. Fast track options available. Students know why they are learning what they are learning.

Aspiration 4 – Research

A4 KRI 6 - Annual increase in research output and impact

Aspiration 5 – Stewardship

A5 KRI 7 - Annual growth in head count and unit enrolments

A5 KRI 8 - Minimum 6% surplus above unit sales

Focus Area	Strategies	Outcomes	KRI	HESF
<p><i>1. Students:</i> Our students are sought after, Godly knowledgeable, highly skilled, thought leaders who contribute towards the common good.</p>	<p>1.1 Deliver distinctively Christian, innovative, engaging, flexible, academically rigorous, high quality, learning experiences that consider the needs of learners and employers within a safe and respectful learning environment.</p> <p>1.2 Create pathways and remove unnecessary barriers to enrolment.</p> <p>1.3 Make direct engagement between learners, team members and employers integral to a CHC education (authentic learning)</p> <p>1.4 Build a strong, engaged alumni network which encourages thought leadership.</p> <p>1.5 Create stackable micro credentials which support students to flourish as worker learners who meet changing needs of employers.</p> <p>.</p>	<ul style="list-style-type: none"> • Every course available in a fully online - synchronous or asynchronous mode • Wherever our students learn from, or what mode they study in, our students have a confidence in the quality of the outcomes for their professional, personal and spiritual goals • We identify and support students from different backgrounds and with different needs to succeed at CHC • Effectively use student feedback data to improve the student experience • Alumni network growing and valued by members • Annual increase in available stackable micro credentials which support students to flourish as worker learners who meet changing needs of employers. • Establish alternate delivery sites in key centres based on student needs • Strengthen the semester structure of CHC to facilitate opportunities in every course for fast tracking of course completion. 	<p>KRI 1</p> <p>KRI 2</p>	<p>1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 2.3 2.4, 3.1, 3.2, 3.3, 5.1, 5.3, 6.1, 6.2, 6.3, 7.1, 7.2, 7.3</p>
<p><i>2. Team:</i> Our team members make an eternal difference that matters, within an empowering work culture.</p>	<p>2.1 Create a safe, respectful, empowering work culture that brings out the best in our team members.</p> <p>2.2 Invest in capability building for all team members.</p> <p>2.3 Review and rationalise our policies and procedures with a focus on simplifying and removing barriers to creative, innovative institutional practice.</p> <p>2.4 Facilitate innovation and collaboration including in cross discipline projects.</p> <p>2.5 Undertake workforce and succession planning to ensure we have the right mix of staff to meet our current and future needs.</p>	<ul style="list-style-type: none"> • CHC is recognised as a highly collegial, respectful workplace with high levels of trust and accountability • Projects involving cross discipline innovation and collaboration are developed and implemented • Increased senior academic leader ratio • Low staff turnover • Workforce plan developed and implemented in alignment with mission and strategic objectives 	<p>KRI 3</p>	<p>1.3, 1.4, 3.1, 5.1, 5.3, 6.2, 6.3</p>

Focus Area	Strategies	Outcomes	KRI	HESF
<p>3. Teaching and Learning: Our teaching and learning results in transformational impact. We consider not only what we teach but why, what, where and when.</p>	<p>3.1 Teaching and learning at CHC reflects the ‘why’ of CHC. As such it is characterised by effective integration of faith and learning.</p> <p>3.2 Implement well researched pedagogical (andragogical) and assessment approaches which enhance learner engagement.</p> <p>3.3 Draw on market research to develop flexible and scalable new courses which have clear unique selling propositions based on meeting the needs of learners, current and future ministries, and labour market and workforce demand.</p> <p>3.4 CHC is responsive to changes in technology, including artificial intelligence, as they apply to teaching and learning.</p>	<ul style="list-style-type: none"> • Courses and units are mission aligned, distinctively Christian and have clear points of difference • Course renewals will result in more flexible study options including course design which facilitates double qualifications and fast track options • Current and new courses draw market research and have clear, unique points of difference which meet market demand and employer needs • New courses developed with growing student enrolments • Develop a range of micro credentials to meet learner and industry needs, and market demand • Student’s learning is connected to industry. Students know why they are learning what they are learning • Incorporate the teaching of the best use of artificial intelligence in professional practice as AI continues to advance. 	<p>KRI 4, KRI 5</p>	<p>1.3, 1.4, 3.1, 5.1, 5.3, 6.2, 6.3,</p>
<p>4. Research: Our research has impact on Christian thought and professional practice and contributes to the common good.</p>	<p>4.1 Establish our research impact locally, nationally and internationally in mission aligned areas.</p> <p>4.2 Develop a PhD/Doctoral program.</p> <p>4.3 Establish research and thought leadership centres at CHC in collaboration with church and parachurch ministries, social enterprises, not for profits and Christian schools.</p> <p>4.4 Provide support to engage in research activities.</p>	<ul style="list-style-type: none"> • Establish a network of research partners nationally and internationally • Increase in research active team members • Research and thought leadership centres established • Research impact measured • PhD/Doctoral program developed 	<p>KRI 6</p>	<p>3.3, 4.1, 4.2, 5.2, 6.3 6.3,</p>
<p>5. Stewardship: Our stewardship makes the best use of resources and secures the future.</p>	<p>5.1 Embed financial strategy and accountability.</p> <p>5.2 Improve cost effective teaching delivery.</p> <p>5.3 Conduct independent market research to inform decision making about current and new courses, and CHC points of difference which will attract new students.</p> <p>5.4 Reengage with mission aligned international students – on and off shore.</p> <p>5.5 Revenue diversification.</p> <p>5.6 Increase network exposure (increasing brand awareness and engagement - Be in more places speaking with more people.</p>	<ul style="list-style-type: none"> • Increase in headcount and unit enrolment every year • Reduction in course delivery costs as a percentage of total revenue • Develop and implement a plan to actively engage in mission aligned recruitment of international students • Diversified revenue streams 	<p>KRI 7, KRI 8</p>	<p>6.1, 6.2, 6.3, 6.3,</p>

Notes

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